COMPARISON OF SOCIAL AND PSYCHOLOGICAL COUNSELLING

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ABSTRACT: *The aim of this article is to show the congruence, similarity, difference and characteristics of counselling in the social field and psychological counselling on the basis of a qualitative analysis of professional domestic and foreign scientific sources.*

KEY WORDS: *counselling, social counselling, psychological counselling*

INTRODUCTION

Both in the professional literature and during the provision of social and psychological counselling, the terms counselling and therapy are often confused. Therefore, we will try to address this unclarity and offer an analysis of the differences between the terms counselling and therapy according to selected authors.

In today's society, more and more people are looking for a counsellor. Various factors such as the social system of the state, the living standard, but also insecurity, confusion and loss of meaning in life not only in middle-aged but also in young people, may have an influence on this. The number of problems and socio-pathological phenomena such as drug addiction, gambling, homelessness, job loss, health care problems, premature pregnancy, low living standards, as well as suicidality, depression and many others, has been increasing.

To understand the importance and specific features of social counselling and psychological counselling, it is necessary to define the mentioned counselling types in terms of legislation, as well as from the point of view of the selected experts from practice.

CHARACTERISTICS OF SOCIAL COUNSELLING

Strieženec (1999) perceives social counselling as a professional expert activity performed by an expert and that is based on relationship, support, help, development, with the aim to help the client assert themselves optimally and find real orientation in their life. It helps a person to alleviate or eliminate unpleasant habits and adapt to the family, work, friends and community environment.

Gabura et al. (2012) calls our attention to the individual risks that may arise when addressing not only the above-mentioned crises, pointing out that counselling is based on the concept of giving advice, which can automatically lead the client to think of the counsellor as an omnipotent counsellor who will solve their problems without making any effort or losing their time. "The concept of omniscient and omnipotent counsellors is attractive to both clients and social counsellors, but unfortunately it is not based on reality". Therefore, one of the main tasks of social and psychological counsellors, in addition to helping the client, is also to motivate the client to responsibly and independently solve

a problem situation and be a kind of catalyst and guide in coping with the given tasks as well as negative circumstances. The main purpose of social counselling can be characterized as helping the client to make decisions, act in a way that is effective, meaningful, socially desirable and help a person grow personally and improve their life at the bio-psycho-social level (Slovak, 2007; Gabura 2012).

At present, in the conditions of the Slovak Republic, the area of social counselling in Slovakia is stipulated in the Act no. 448/2008 on social services, which defines social counselling as "professional activity aimed at helping a natural person in an unfavourable social situation. Social counselling is performed at the level of basic social counselling and specialized social counselling".

Social counselling services are provided by the state administration, in the employment and social affairs departments, by the regional self-governments, public institutions and non-governmental entities. At these workplaces, they provide counselling on a one-off basis (provision of information) or as a long-term care (when they systematically deal with changes in value orientation, attitudes and opinions on the problem of the clients) (Olah, Schavel, 2009).

Social counselling as mentioned in the Act no. 448/2008 on social services is provided at two levels - basic and specialized level. Matoušek (2008) describes in more detail the basic counselling, which focuses mainly on helping to provide the necessary information to solve a difficult situation and sending the client for a session at other professionals. Professional and specialized counselling focuses on specific human assistance, such as alternative family care, marital crises, assistance to the elderly, the disabled, etc. Professional counselling also includes therapeutic assistance in dealing with traumatic situations caused by divorce, abuse, physical abuse, neglect, etc.

CHARACTERISTICS OF PSYCHOLOGICAL COUNSELLING

Counselling can be understood as a method of education and training, reduction of emotional tension and helping the client to solve a problem (Baštecká, 2009). Its core activities are education, training and guidance. *"Psychological education emphasizes developmental tasks as a whole and their positive aspects on the individual's life path. It focuses on optimizing and activating*

the development of the personality as a whole in order to better know, understand and accept oneself, develop one's abilities, goals, attitudes, value system and worldview, to actively and creatively identify with the environment, its tasks and goals."(Koščo, 1987).

The American Psychological Association (2012) defines psychological counselling as a specific area of professional psychological activity, which focuses mainly on helping in the personal and interpersonal functioning of a person throughout their life. It pays special attention to emotional, social, professional, educational, health, developmental and organizational problems.

Psychological counselling focuses on the development of personality functioning both at the intrapersonal and interpersonal level, with the aim of making corrections related to will, emotional, health, development, social and organizational aspects of the individual's life. This type of counselling can be performed by a psychologist. The aim is to achieve the normal personality state of the individual and help with the natural development of personality, which can be disrupted by problems in the family, at work and school or in extracurricular and non-work communities (APA, 1999, in: Munley et al., 2004). Schavel and Oláh (2009) point to the components of psychological counselling which are "performed in a client-psychologist interaction, where this relationship is based on emotional and behavioural components. A counselling psychologist helps the client to know themselves, their abilities and personal qualities. It takes place in a specific type of interpersonal relationship, in a specific social situation.".

Counselling psychology belongs to the applied psychological disciplines. It focuses on the person and their individual needs, planning of the next steps in life, as well as own self-realization, which should lead to client satisfaction. Counselling psychology is also very closely related with other psychological disciplines such as ontogenetic, clinical, social, pedagogical psychology etc. (Čerešník, 2012).

Psychological counselling itself is also provided in the most basic form, especially in state facilities, where the scope of work of the psychologist as well as the organizational structure of the services provided, e.g. in the field of education, health care, education, industry, transport, military or pastoral sphere, are precisely determined. Another form of classification of the psychological activities is the classification of the psychological help

according to local needs. In this case the work of psychologists is more flexible and lasts until the problem is either eliminated or alleviated (Hvozdík, 2011).

At the above definitions of psychological counselling we can also see the basic definition and their completion from the point of view of various experts.

COMPARISON OF COUNSELLING AND THERAPY

In practice, as well as in professional discussions, we can often observe the confusion of the terms therapy and counselling. For this reason, we consider it necessary to characterize these concepts in more detail with the aim to point out the differences between counselling and therapeutic activities.

Within psychological as well as social counselling, we have the opportunity to use several basic theoretical approaches, in particular: dynamic (psychoanalytic), behavioural, humanistic and eclectic. Theoretical approaches that are used in counselling have been expanding, so it is possible to encounter other approaches such as cognitive-behavioural, gestalt, existentialist, systemic, multicultural, narrative etc. (Gabura,2012; Čerešník, 2012; Nye, 2004; Smitková et al., 2014). From the point of view of social work and psychology, various terms are used for the approaches used in counselling. In social counselling we talk about theoretical approaches, while in psychological counselling we talk about therapeutic approaches. Each of these basic approaches, used in both counselling and therapy, addresses either the past, present, future, or combines effective elements of each of them, based on the current problem and the type of client.

We often come across a problem of determining the line between social and psychological counselling and psychotherapy. Each counsellor, whether social or psychological, can, after completing one or more therapeutic trainings, expand their professional activity and use various elements of therapeutic or theoretical approaches during their counselling activity. *"It is very difficult to determine the difference between with real accuracy. Counselling is considered to be short-term and deals with identifiable problems, while psychotherapy is considered long-term and deals with deeper psychological disturbances and changes. Many counsellors encounter the problem of not being able to focus only on identifiable problems, because they may only be the surface layer of a much deeper problem."*(Merry, 2004).

Čerešník (2012) points to six components which distinguish counselling from therapy, including: the origin from which they start during the process; the goals they set; process, in terms of form and time; the environment in which the process takes place; clients located in the zone of normal condition or pathology and the scope of education, training and supervision of the professional.

Dryden and Woolfe (1998) point to specific differences between counselling and psychotherapy. These differences were clearly summarized by Hvozdík (2011) in the Table no. 1.

Table no. 1: The differences between counselling and psychotherapy (Hvozdík, 2011)

Counselling	Psychotherapy
Client	Patient
Medium level of difficulty	Serious difficulties
Personal problems	Personality difficulties
Prevention and development	Treatment and health
Educational and development goals	Clinical and therapeutic goals
More conscious processes	Unconscious processes
Teaching methods	Healing methods

We consider the opinion of Čerešník (2012) to be a concise definition of the scope of work of the psychologist-counsellor and psychologist-therapist, who says that a counselling psychologist can also perform psychological diagnostics and therapy during their professional activity, and therefore it cannot be completely ruled out that the psychologist-counsellor will not use elements of therapy when providing counselling to the client. Here it is important to distinguish between counselling which uses therapeutic techniques and therapy itself, even though the line between them is not clearly defined.

Socio-therapy is also provided within the professional social counselling. It aims to help the client cope and overcome a difficult situation through social and educational activities, specific steps and forms of assistance depending on the problem area of the client. Therefore, emphasis is placed on the formation of beliefs and attitudes of the client by looking at the possibilities and sources of solving the situation (Levická, 2003). The Institute of Psychotherapy

and Socio-therapy characterizes socio-therapy as *"therapy of social relations. It has a multidisciplinary character, applies mainly the knowledge of social work, psychotherapy, psychology, special pedagogy, medical pedagogy, law, sociology and medicine. The goal of socio-therapy is to increase the quality of life of an individual, to mobilize their inner capacities and the capacities of their social relations towards the relief of tension in the individual and in their social system. Socio-therapy is the work with social groups and individuals who are disadvantaged, at risk or in conflict with each other."*

The goal of psychotherapy depends on the client and the theoretical basis of the therapist. We know therapies that are based more on the medical principle, others focus more on the care and attention of the client's self. The goal is to work with the emotions, behaviour and thinking of the client according to a predetermined mutual agreement.

CONTENT, GOAL AND PROCESS OF SOCIAL COUNSELLING AND PSYCHOLOGICAL COUNSELLING

In the search for common and different features of social and psychological counselling, we analysed selected counselling according to the content, goal and process of counselling. Gabura (2013), Matula (2002), Húsková (2014) and others point to the differences between the work of social counsellors and counselling psychologists.

CONTENT, GOAL AND PROCESS OF PSYCHOLOGICAL COUNSELLING

The content of the counsellor's work within psychological counselling is addressing the mental health problems of the client related to the internal structures of personality. The main goal is to change the view of looking at the situation, accepting it and finding or creating internal resources needed to successfully solve it. Koščo (1987) points to the three-dimensionality of the space in which one exists. The content of psychological work mainly consists of working with these three dimensions. "The first dimension is intrapsychic dynamics, which is personality psychology deals with. This dimension is determined by the functional system of personality and its complex hierarchical structure. The second dimension is formed by interpsychic

dynamics, which is studied mainly by social psychology. The third dimension is the past and the future — the continuity of generations, partially bounded by birth and death. Aspects of this dimension are studied by biodromal psychology" (Koščo, 1987).

Psychological counselling can be used in various areas, whether it is counselling in crying baby, improving health, education, finding meaning in life, assessing education, in life crises, to improve work performance, as well as career, genetic, mourning, family counselling, unemployment counselling, counselling in an intercultural context, LGBT minorities and others (Smitková, 2014; Dan, 2012). Depending on the therapeutic approach with which the counsellor works, the content of their activity may be traumas from the past, inappropriate behaviour occurring in the present, problematic development of competencies and personality of the client. It is for this reason that the content itself is specific and depends on the client, the target group and the problem the psychologist deals with.

Perceiving counselling psychology professionally as well as in the area of its activity is different at the international level. This is mainly due to events that took place in society in the past of particular country (Smitkova, 2014).

A man themselves as a subject becomes the content of the counselling psychological process. This is how we approach the client's life tasks and crises in terms of their individual needs, life plans and rights to self-development and self-realization (Koščo, 1987).

The goal of the psychologist-counsellor is to eliminate the unfavourable situation and difficulties in the psychological experience of the client, by working with the psychological structures of the personality, predispositions, hereditary influences, as well as the acquired behavioural models influenced by the environment. The psychologist focuses on solving the problem of an individual, group or community. He or she sets the goal together with the client based on the client's needs and the problem itself. Dryden (2008) notes that counsellors who use different counselling approaches attach different importance to goal setting. For cognitive-behavioural therapy, this is one of the basic goals of working with the client, while the psychoanalytic or humanistic approach does not place so much emphasis on it. Nevertheless, defining the goal of the counselling process significantly facilitates the control and direction of work with the client. Smitková (2014) points out that

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the common characteristics of counselling psychologists in Slovakia is probably mainly the focus on personal growth and mental (overall) health. Čerešník (2012) presents the classification of goals in counselling and then defines the content goals focused on the client's personality, their social network, job opportunities and adaptation to new living conditions. The process goals are focused on two strategies - global and specific. Global strategy sets the overall approach during the counselling process. The specific strategy deals with solving the target problems.

Table no. 2: Classification of the goals in psychological counselling (Čerešník, 2012)

Goals of counselling			
Content goals		Process goals	
Direct	Indirect	Global	Specific
Personality optimization	Supporting the fulfilment of direct goals	Advisory approach	Problem solving plan

The goal of psychological counselling is mainly to offer activities aimed at correcting the personality of the individual, group, society and lastly humanity. Secondly, it is an intervention firstly focused on the individual and then on the group, society and humanity. The other activities that are its goals for these target groups include prevention and planning (Koščo, 1987).

The counselling process also includes preparation for working with the client. The initial phase of the psychological process is very similar to social counselling. The aim of the counsellor is to relieve the tension and stress of the client by talking about neutral topics (the neutrality of the topic is individual – depends on what problem the client comes to discuss). One of the first steps is to create an atmosphere of trust and acceptance of the person as they are. This step is necessary in order to establish mutual trust that is necessary for a smooth and efficient course of the counselling process. The initial phase is almost identical to the initial phase of social counselling, so we will dedicate more space to talk more about when describing the process of counselling. Within the psychological counselling Coffey (1952) talks about psycho-process, i.e. counselling focused on personality and intra-psychological

conflicts. Subsequently, the counsellor obtains the necessary information about the problem situation from the client, the client's personal, family, as well as medical history and other information related to the problem itself. During the counselling process, the role of the counsellor is to monitor the client's personality, the type of his behaviour and feelings, which all determine how he or she will proceed in the process of helping the client (Koščo, 1978). Dryden's (2008) stage model of the counselling process includes a system of steps that the counsellor can make in the counselling process. It starts with an engagement where the potential client contacts the counsellor and has a number of questions to help them decide if they want to start working with the counsellor. The next step is the examination during which the client finds out if the counselling environment is a safe place where they can talk about their problems. In the stage of cognitive-experiential understanding, the client has the opportunity to gain a new perspective on themselves, as well as the world around them. During the stage of change presented by cognitive-experiential understanding, the client begins to act on the basis of the acquired information, so that their life gets into the desired form. The penultimate phase is reworking, in which the client has the opportunity to learn that the knowledge and skills they have acquired during the counselling process can be used in other similar problem situations. Finally, in the final phase, which can be more difficult, especially in the case of long-term counselling cooperation between the counsellor and the client, the counsellor takes their time to pay attention to the feelings that the client experiences in context of the termination of counselling cooperation (Dryden, 2008). The difference can be seen especially in the information available to the social and psychological counsellor. Already in the initial phase, the psychological counsellor can perceive the psychological, in some cases even pathological traits of the client and, depending on them, adapts the work with the client. Subsequently, depending on the chosen counselling approach, the counsellor asks the client further questions in an effort to have the client discover the possibilities of resolving the situation themselves, in the most appropriate way for the client. The psychologist does not offer the possibilities to the client because the client best understands the situation in which they find themselves. An important fact is that the client found the solution themselves, it brings them a feeling of satisfaction and especially self-sufficiency that they are able to solve the problem which they have. In psychological counselling, the counsellor is very

careful about the information he or she provides to the client. It often happens that the client may take the first method suggested by the psychologist as the best, and so they stop searching for other methods.

The psychologist has a large amount of information that he or she does not provide to the client directly by providing direct information, but uses it in work, planning and decision-making on which steps he or she prefers to make in the counselling process. Particularly, he or she has a large amount of information about the emotional, developmental, reflexive and psychological processes needed to be able to anticipate the causes of the client's problem and then verify them in mutual communication. Egan (2002) argues that the counsellor should also have the wisdom necessary to accompany the client properly. Therefore, the counsellor must have a sufficient amount of self-knowledge and be able to work with their own personality. They should not be afraid to open up themselves if necessary. He or she should be able to make mistakes and learn from them. Paulson, Truscott, and Stuart (1999) conducted a research to identify factors that research participants considered useful in the helping process. Clients appreciated caring approach, which included attentive listening, the feeling that the counsellor understood them and was able to ask them constructive questions that made them progress. Furthermore, the clients appreciated when they were guided through the individual steps in which they were appreciated by the counsellor and thus received feedback. In this way, they had the opportunity to know the reality in which they live better. During the conversation, they had the opportunity to hear a different view of the problem being solved, the opportunity to clarify and understand it better with the support of an empathetic, accepting and understanding counsellor. They also considered the space for ventilation of their emotions, that had accumulated in them, to be beneficial during the counselling process. The opportunity to talk about their troubles and personal problems to a person who is not a family member allowed them to open up and reveal the part of their own personality for which they feel ashamed. The counselling process also brings a sense of independence and the ability to handle the situation on your own, although with the feeling that they can come back if necessary.

Smitková (2014) states that *"the counselling process has extended by a number of new topics that in the past were not at all on the list of possibilities for psychological intervention. At present, counsellors in individual professional*

workplaces provide a wide range of services within the mental health care and its support". For this reason, it is necessary to constantly work and update the counselling methods in individual scientific disciplines and adapt it to the current needs of society.

CONTENT, GOAL AND PROCESS OF SOCIAL COUNSELLING

The content of the work of social counsellors is to help, accompany, activate the client, as well as provide information about the rights of the citizen, which are based on the social security system and the solution of their unfavourable social situation. This implies that the main attention is paid to solving social problems with a focus on personal and social aspects of the client's life. The social counsellor works with a person in a broader perspective, taking into account their social environment in which they live (family, colleagues, friends, etc.). In the case of social counselling, we talk about a socio-process focused on the satisfactory functioning of the client and their behaviour in a particular community (Coffey, 1952). The counsellor focuses on finding out the scope, nature and causes of the problem, guidance, orientation in legislation, as well as making the client cooperate or sending them to a specific institution (Schavel, Oláh 2009). The content of social counselling, of course, varies depending on the target group we work with. These are the most common target groups: family, people with severe disabilities, marginalized groups, the unemployed, single mothers, abused and exploited people, individuals with various addictions, the elderly and others. The content of social counselling depends on the problems that the counsellor encounters at the counselling sessions. Schavel and Oláh (2009) define the most common problems we may encounter. These include *'problems in social skills, social relations, problems related to social institutions, problems in the performance of social roles, problems in coping with social change, interpersonal conflicts in various relationships, reactive emotional distress, social insufficiency, problems of social adaptation, social problems, problems in the field of socio-pathological relations".*

The social counsellor works at an interdisciplinary level, so the content of the counselling process is to find a way, tools, personal resources, social resources to address the client's problems from various perspectives of several

scientific disciplines, e.g. in collaboration with a psychologist, special or medical educator, doctor, police officer, sociologist and many other professionals.

The goal of the social counsellor is to help the client change their undesirable social situation in which they find themselves using the client's natural, internal narrower and wider resources, their immediate and wider social environment. When searching for the possibilities of help, great emphasis is placed on the abilities and knowledge of the client, family, as well as work environment, friends, but especially on legal possibilities and the social system. After hearing enough information about the problem, the goal is to obtain an order from the client, from which the goal of the counselling process is subsequently defined. Schneiderová (2008) points out that the goal as well as the way of help depends not only on the problem itself, but also on the individual needs of each client. Mydlíková, Kovács and Brnula (2009) say that the goal of social counselling is "*to increase the quality of life of the client by mobilizing internal and external resources of the client's natural environment.*"

Social counselling solves a problem of individual with regard to how their problems would affect society. When defining the aim of the counselling process Vitkovičová et al. (2002) points in particular to "helping the individual adapt his or her conduct to satisfy themselves and to behave in accordance with social, legal and moral standards in order to become a balanced personality." Thus, it focuses on solving the social situation at the client's request, in order to improve the client's quality of life or as Gabura states: "*Find a consensus between the client and the social environment in which they live and more accepted status of the client within the existing social structure*"(Gabura, 2005).

The main goal of social counselling is to teach the client manage the situation in which they find themselves and, in the future, to be able to anticipate such a situation or to be able to manage the unfavourable social situation on their own using preventive measures. This implies that the helps of counselling results in self-help. Scherpner (1998), who considers creating of space for the client to self-realization and gradually becoming unnecessary to be one of the basic principles of social counselling, also confirms this.

The introductory part of the counselling **process of a** social counsellor includes similar or even same steps as in psychological or other types of counselling.

Subsequently, the counselling process takes place in a structured way, during which the problem is examined, the counsellor tries to get the client's idea or create it together. In the final part, during the conversation the social counsellor summarizes the information and creates an action plan with the necessary steps for change. McMahon (1990) also points to a system of steps in the counselling process that includes building a relationship with the client, obtaining the necessary information, planning cooperation, evaluating results, and ending the sessions.

Matousek et al. (2008b) point out that sometimes in social and psychological counselling, the client's problem is named and diagnosed differently, which can also affect the subsequent assistance.

Mlčák (2005) says that "*a large number of interrelated and synergistically functioning variables enter the social work counselling process. In addition to the basic articles, i.e. role concept and the concept of personal assumptions of the counsellor and the client, the counselling process is influenced primarily by the social background of the clients and the type of their problems and situations. Its quality is influenced by the relationship between the counsellor and the client, the methods and means that are used, as well as the culture of the institution*".

The process in social counselling is also focused on providing information and clarifying the problem. Although the social counsellor provides the client with information about the claims that arise from the social system directly, he or she always checks these suggestions with the client. Especially in social counselling, the counsellor is in some cases forced to use a directive approach, if there is a danger of laches or the fundamental rights of another person are violated. "*It is characteristic of taking control that the carer follows their rules. But they do not necessarily have to be rules that he or she invented themselves, on the contrary, in the majority of cases they are the rules of the society he or she represents. We use the term sewerage for this phenomenon. It is a phenomenon that is not in the line of the canal, so it is necessary to get it where it belongs*" (Úleha, 2009). We can monitor the success of social counselling after several sessions based on the client's behaviour as well as the client's activities (they are looking for a job, they have already been at the interview, changes have occurred in the client's communication skills, etc.). Žilová and Novotná (2010) add, "that

the effect of the counselling process occurs when the client begins to actively cooperate and take responsibility for the proposed solutions and their implementation in their own lives."

It is important for every counsellor, either social or psychological, to know the basic principles of working with a client. Depending on the specialization of the counsellor, the method of implementation of the counselling process also changes. In this case, we take into account the content and goal of the counselling activity of a specific case and on its basis, we choose the work procedure, which also influences the helping counselling process.

Comparison of the subject of research of consulting activities in Slovakia and abroad

At present, the system of providing counselling services has been completed and we can identify who, how and under what circumstances can provide psychological or social counselling, which is also enacted in legislation (Act No. 448/2008 Coll. on Social Services and Act No. 578 on Health Care Providers, Health Care Workers, Professional Organizations in Health Care and on Amendments to Certain Acts).

Counselling is directed by the Association of Supervisors and Social Counsellors and the Slovak Chamber of Psychologists. These professional organizations provide for the development of educational programs, cooperation with domestic and foreign experts, in cooperation with whom monographs and methodological and methodical guidelines for the performance of the work of social counsellors and counselling psychologists are published.

Despite the fact that in Slovakia the system of providing counselling is completed, there is a number of researches focused on the performance of counselling activities. It is an effort to identify shortcomings, problems, risks that appear in current practice with the perspective of improving the implementation of the counselling process.

EDUCATION IN SOCIAL AND PSYCHOLOGICAL COUNSELLING

At present, there is a number of researches being carried out in the field of education of social counsellors and counselling psychologists focused on the qualifications and personal development of counsellors.

Within the development of social counselling, the emphasis was first put on the education of social workers and counsellors and the elaboration of standards in the field of social counselling according to qualification and professional prerequisites, which was done in Slovakia by Gabura, Schavel, Levická, Novotná and others. At the turn of the 19th and 20th centuries, Solomonová, Radlinská, Richmondová, Masaryk and others sought to develop the professionalization of social workers and social counsellors.

Kočšo (1987) and Hvozdík (2011) also dealt with psychological counselling in Slovakia and set the foundations of psychological counselling activities. At present, knowledge in the field of counselling psychology is being developed by many experts, such as Čerešník (2012), Smitková (2014), Hvozdík (2011) and others. Cooperation with Czech and foreign experts such as Procházka, Šmahaj, Kolařik, Lečbych (2014), Vágnerová and Klégrová (2008), Peavy (2013), Merry (2004) and others also contributed to the development of education in psychological counselling activities. Here it is possible to see a shift in the content of the literature, from the basic definition and delimitation of counselling to professional texts that deal with individual therapeutic approaches, diagnostic activities and other specifics of psychological counselling.

In the field of social work, a need to create a study programme of social work focused on the development of knowledge and experience with counselling gains its ground. Gradually, in some universities counselling starts to be part of some university study programmes in the field of social work. Even today, we can see encounter researches focused on the need to pay more attention to the process of educating social counsellors and social workers. Lubina (2012), who perceives counselling as a modern form of social support, pointed out the need to improve the education and readiness of social counsellors for counselling activities. Through supervision and analysis of experience, she found that students are more prepared in terms of theory than in terms of practice. Therefore, she proposes adjustments in the educational process, which would be more focused on the development of individual and personal prerequisites and practical experience, through an experiential form of education or demonstration by teachers, where students have the opportunity to observe various forms of responding to clients in a counselling relationship. We encountered a similar idea of the importance of the demonstration

of the counselling process by teachers at a conference entitled "New findings in counselling psychology" (2016).

An objection to the demonstration of the counselling process by teachers may be that this method of teaching brings a strongly specific structure of the conversation, which students would only imitate and would not bring their own innovations to the conversation with the client. On the other hand, these consequences can also be addressed by appropriate student supervision. Likewise, imitation cannot be completely avoided, as the teacher's commentary itself, class discussions or videos and films that students encounter can have the same consequences. For this reason, it is important to dedicate more space to the development of students' critical thinking when receiving information from outside and during the teaching process, which can help avoid passive imitation. One of the risks may also be a situation where the teacher may take the wrong step during the conversation. But even from this situation it is possible to learn a lesson and use the mistake as a topic for discussion. A wrong step from the teacher, which is then properly discussed, can bring a realistic picture of the counsellor, who is constantly improving in the process of personal and professional training. In the work of counsellor, it is essential that the worker is able to work with his or her internal barriers, be able to name them and work with them for the benefit of the counselling process. Drexlerová (2010) also points to the need for qualification, personal training and the development of social skills. According to Drexlerová (2010), it is necessary for counsellors to have the ability to identify the client's needs and after verifying the identified needs, proceed professionally. The importance of research focused on personal and professional competencies enables the guidance of the work of teachers, with emphasis on those competencies that are used in practice most frequently.

Minieri, Reese, Miserocchi and Pascale-Hague (2015) also dealt with the topic of counselling education. They see the benefit of training and consulting courses precisely in the transfer of practical knowledge based on empirisms. In this way, they can contribute to social justice, bring new innovative work methods to the counselling, but also see the problem itself from different perspectives. The counsellor can also unknowingly influence the counselling process and its course through his or her subjective experience. Their main goal is to present The Partners for Change Outcome Management System, which is a useful training tool for guidance of consulting activities. Self-development can

also be performed through the study of literature, watching educational and developmental videos, or other ways of forming the counselling activities of the counsellor. In the field of counselling, various applications and systems are increasingly being developed around the world to improve the counselling process. On the other hand, we also think that personal contact with the supervisor brings other benefits that can be used in counselling practice, such as own personal experience when using the method of exchanging the roles of counsellor-client, social-psychological training, but also sharing one's own experience and feelings with another non-involved person. However, we state that for a better overview of the issues of counselling, it is necessary to be informed about innovative means that have been becoming part of the work of counsellors.

OVERLAPPING OF SOCIAL AND PSYCHOLOGICAL COUNSELLING

The interdisciplinary orientation of social counsellors allows us to understand the issues that the client comes up with and then set up the counselling process so that the client's expectations are met as much as possible, so that the client is able to successfully solve their social problem. During their work, counselling psychologists are also becoming increasingly acquainted with the social system, the various possibilities and obstacles that clients face when solving a problem. Although these helping professions have knowledge at an interdisciplinary level, in certain situations it is necessary that they draw attention to the need for sending the client for consultation with other professionals. Gabura (2013) also draws attention to the support of interdisciplinary cooperation. Despite the fact that the social counsellor has a wide range of knowledge (he or she focuses on solving social, economic, psychological and other problems), it is essential that he or she respects the boundaries of the concept of his or her work. One of the boundaries is the work with standardized diagnostics. Gabura (2013) says that the social counsellor does not acquire competencies to work and evaluate standardized diagnostics. He or she comes into contact with it through collaboration with a psychologist, but acknowledges that some tests are also worked with by experts other than psychologists, e.g. special pedagogues. For this reason, it is necessary for the social counsellor and the psychologist to exchange the information

obtained, which would speed up the process of helping to the client. In some cases, one of the experts has no other opportunity to obtain this information. The problem is, as Gabura (2013) points out, that in practice it is possible to meet with reluctance to cooperate, despite the fact that in the conditions of the Slovak Republic it is required by the Act 448/2008 Coll. on Social Services. Matula (2004) also pointed to this problem in his work in an article entitled Psychological Counselling at a Crossroads? where he describes the current problematic use of counselling activities in the education sector, in which counselling has an important place. According to him the problem is that the activities of psychologists in education are guided by pedagogical and administrative management methods, rather than taking into account the needs of children and youth. Perhaps for this reason, the position of psychologist is not always positively viewed by teachers. Matula (2004) recalls the need to create a counselling concept of work in education, which would allow long-term conceptual activity. He points to the connection between the provision of psychological counselling and social or special counselling. In the article, the author draws attention to the fact that in recent years the work of individual scientific disciplines has been very closely intertwined so it throws us into "theoretical and methodological confusion". He presents the work and content focus of the particular professions (e.g. there is pedagogical-psychological, special-pedagogical and special-social, clinical-psychological, medical-social, etc. counselling). He points to the need to create a "system of synergistically interconnected cooperation of all participating professions, provided that we consensually define specific autonomous and overlapping areas (Matula, 2004, p. 3). Zelina (2005) also pointed to this problem of counselling services fragmentation and the ambiguous focus on the target groups to which individual types of counselling are provided. Ihnacík (2012) draws attention to the advantages and disadvantages of the work of a psychologist in the Centres of Pedagogical-Psychological Counselling and Prevention and in schools. He also sees the problem in the unclear competencies of the psychologist and the conflict of professional activity and legislation. In the field of counselling, there is an increasing ambiguity in the provision of counselling services, not only at the interdisciplinary level, but also within the scientific discipline. The legislation defines the circumstances in which a psychological and social counsellor may provide social or psychological counselling. The individual types

of counselling (social, psychological and other) are defined differently in the legislation. In practice, we may encounter the merging of psychological counselling activities with other activities precisely because of the response to the current needs of the clients. According to Matula (2004), when defining the concept of work and incorporating these principles into legislation, it is necessary to start from the requirements of clients so that they are provided with help and at the same time the law allows and motivates a qualified professional to do this profession.

Similarly, research in the field of social counselling points to the overlapping between the work of social counsellors and counselling psychologists. In her work, Húsková (2014) emphasizes the need for the intervention of specialized social counselling in the psychological abuse of victims. The author emphasizes in particular the assistance limits of the social worker. She recalls that a social counsellor should have basic psychological and legal knowledge and skills. However, it is necessary, if needed, to ask experts in psychology, psychotherapy, psychiatry or law for help and send the client to a specialist. Drexlerová (2010) e.g. in examining indebted families, in her work points to the fact that debts are becoming a current issue that we may encounter when working with families. According to her that main causes of indebtedness are the loss of one's job, some kind of addiction, illness, divorce or the loss of a partner. Due to the diversity and different complexity of solving the problems, she emphasizes the need for the counsellor to have specific competencies.

Psychological counselling is to a large extent performed in the health care sector, in the education sector, e.g. in the Centres of Pedagogical-Psychological Counselling and Prevention, in the Private Centres of Special Pedagogical Counselling, in ordinary schools and schools for children with special needs, in Diagnostic Institutes and other school facilities. Psychological counselling is performed in the social system, such as Labour, Social Affairs and Family Offices.

The work of counselling psychologists also has a significant place in departments other than the health care sector. This fact is also pointed out by Matula (2011), who presents the change of the "*original law no. 119/1999 on psychological activities and the Slovak Chamber of Psychologists to the current Act no. 578/2004 Coll. on the provision of health care, health care workers,*

professional organizations in health care and on the amendment of certain laws as of 31 December 2004, when psychological activities in health care were legislatively and organizationally covered by the relevant section of the Slovak Chamber of other health care workers, assistants, laboratory technicians and technicians." This change, among other things, brought the possibility of further qualification development of psychologists working in the health care sector, who after completing the necessary period of practice in the field of health care facility can obtain an attestation in clinical, educational and counselling psychology. Practicing in a non-medical facility (e.g. education sector, in which a large number of psychologists work in Slovakia), without additional internship in a medical facility, does not allow obtaining an attestation in school or counselling psychology. Matula adds that this leads to a "complete clinicization" of all psychological disciplines. In the article, the author proposes the theses of the legal regulation of practising and regulation in the specialization area of professional psychological activities. The legal regulation of Act no. 578/2004 Coll. on the provision of health care, health care workers, professional organizations in health care has a great importance because psychologists can complete a specialized study of school or counselling psychology and gain experience in facilities other than health care facilities.

CONCLUSION:

Practical counselling constantly brings new challenges, questions and dilemmas, to which many research studies seek to respond, in an effort to eliminate shortcomings and improve the counselling process. By writing this analysis, we also tried to contribute to the identification of the common features and differences between social and psychological counselling.

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